

# Texas Education Agency Standard Application System (SAS)

2018–2019 Transformation Zone Planning Grant		
<b>Program authority:</b>	P.L. 114-95; ESEA of 1965, as amended by ESSA, Title I, Part A, Section 1003, School Improvement	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small> <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED  TEXAS EDUCATION AGENCY  APR 22 PM 2:39 </div>
<b>Grant Period:</b>	January 15, 2018, to July 13, 2018	
<b>Application deadline:</b>	5:00 p.m. Central Time, November 30, 2017	
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement. Applications must be received no later than the aforementioned date and time at this address:  <div style="text-align: center;"> Document Control Center, Grants Administration Division  Texas Education Agency, 1701 North Congress Ave.  Austin, TX 78701-1494 </div>	
<b>Contact information:</b>	Division of System Support and Innovation: <a href="mailto:DSSI@tea.texas.gov">DSSI@tea.texas.gov</a> ; (512) 463-7582	

## Schedule #1—General Information

### Part 1: Applicant Information

Organization name	County-District #		Amendment #
Waco ISD	161914		
Vendor ID #	ESC Region #	DUNS #	
74-6002532	12	075123661	
Mailing address		City	State      ZIP Code
501 Franklin Avenue		Waco	TX      76703-0027

### Primary Contact

First name	M.I.	Last name	Title
Dr. Robin		McDurham	Asst. Superintendent, Student Services & Family Engagement
Telephone #	Email address		FAX #
254-755-9601	robin.mcdurham@wacoisd.org		254-750-3457

### Secondary Contact

First name	M.I.	Last name	Title
Sharla	J	Garcia	Coordinator of Grants Management Department
Telephone #	Email address		FAX #
254-710-9230	sharla.garcia@wacoisd.org		254-750-3457

### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

#### Authorized Official:

First name	M.I.	Last name	Title
Dr. A. Marcus		Nelson	Superintendent of Schools
Telephone #	Email address		FAX #
254-755-9421	marcus.nelson@wacoisd.org		254-755-9690

Signature (blue ink preferred)

Date signed

*A. Marcus Nelson*

11-14-2017

Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Letters of support from community stakeholders	Include letters of support from the superintendent, board chair, and at least one community organization or local funder in support of the LEA applying for the Transformation Zone Planning Grant. The letters must include the specific and measurable commitments that stakeholders will make to support the planning and implementation process. Do not include more than three letters.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <a href="#">Lobbying Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that it will work, in good faith, with the Zone Design Partner that TEA identifies for the LEA.
4.	The applicant provides assurance that the superintendent will participate in at least four planning or design sessions with the Zone Design Partner.
5.	The applicant provides assurance that it will identify a full-time project manager to lead the Transformation Zone planning process. The project manager could be an existing employee, such as a Chief Innovation or Transformation Officer or related role.
6.	If one does not already exist, then the applicant provides assurance that it will commit to an aggressive timeline to recruit, select, and hire a dedicated innovation or transformation or similarly titled officer for the LEA and that this officer will be hired by the end of the planning grant period.
7.	The applicant provides assurance that the dedicated innovation or transformation officer or similarly titled person responsible for the Zone effort, will report directly to the superintendent.
8.	The applicant provides assurance that it will submit a Transformation Zone Plan to TEA, in a TEA approved format, for review by May 18, 2018.
9.	The applicant provides assurance that it will submit a final Transformation Zone Plan to TEA, in a TEA approved format, by June 22, 2018. This plan will be the basis for awarding implementation grants.

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Provide a brief overview of how the TZ will apply promising practices related to governance, autonomy, partnerships, school redesign, talent, academic supports, or related activities to all LEA campuses. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

***"Closing schools is not an option for me....that only leaves one option. That's for us to make it."***  
— Dr. A. Marcus Nelson, Superintendent of Schools

Waco ISD's Board of Trustees (BOT), Superintendent of Schools (Superintendent), and District leadership team, firmly believe that creating a Transformation Zone (TZ) to redesign struggling campuses and offer new governance with increased autonomy will provide students the environment essential to raise achievement levels and meet standards. The TZ Grant brings Waco ISD's belief to life through matching the District with a Zone Design Partner, and ensuring a comprehensive process develops into a final TZ plan submitted to TEA (in June '18). With a thorough plan built on sound research in conjunction with an experienced Zone partner and professional consultants, the TZ campuses will be equipped with the promising practices considered fundamental to accelerating student progress. The TZ utilizes a structure that protects the independence and flexibility campuses need to advance the goal of educating students while aligning with the District's broader strategic goal of improving student performance and increasing student achievement.

The process of developing the application budget evolved from a collaboration of District leaders with broad representation across the District. From human resources to curriculum to school improvement, each team member brought their unique expertise to the discussion, culminating in a holistic perspective. In addition to the TEA requirements for a full-time project manager and a Zone Design Partner, the team allocated the remaining funding according to the projected needs of 1) professional consultants in the areas of academic supports and talent, and 2) travel for required meetings, visiting successful transformation zone schools, and the like. All items in the budget are deemed allowable and necessary in order for the District to successfully execute the TZ plan.

The Superintendent determined that the assessment process of identifying and prioritizing the needs of Waco ISD's struggling campuses necessitated a series of BOT conversations, leadership discussions, and community meetings. Throughout this process and well into the development of grant goals, leadership carefully considered the demographics of the proposed TZ campuses (i.e. school performance – past and projected, student enrollment, campus capacity, racial-ethnic make-up, and proximity to feeder schools). Ultimately, the final TZ proposal incorporates input gathered from all key stakeholders. If Waco ISD receives the grant, the Superintendent, leadership team, and the contract management partner are *all* charged with ensuring the TZ plan operates within the continuous improvement process.

Waco ISD seeks bold reformation for underperforming schools, and understands that both the management and the evaluation of their plan represent an integral role in its success. Thus, the District proposes to utilize Subchapter C (Section 12.052) charter school status to protect the independent governance and autonomy of the TZ campuses. Consequently, the District will contract the management and evaluation of the TZ to a local non-profit, Prosper Waco. The contract will be structured to produce results, and will outline the methods of evaluation (i.e. observations, student assessments), types of evaluation (i.e. qualitative, quantitative data), and the frequency of evaluation reports.

To ensure all statutory and program-specific requirements are adequately addressed in the application, Waco ISD employs a thorough and meticulous vetting process. Multiple individuals are enlisted to proofread, edit, and verify the grant application is both accurate and complete. Before submission, the final application undergoes multiple revisions to guarantee that all requirements are met and the end product is of the finest quality.

At the highest level, Waco ISD is wholeheartedly committed to sustaining the goals of the TZ Grant after the grant ends. In fact, as a part of the TZ conversations, the District routinely addresses how to leverage funds and safeguard the priority status of struggling campuses. This caliber of commitment is neither temporary nor being kept at the leadership level. At a recent community meeting the Superintendent of Schools stated, *"We want to be responsible for this transformation....Our job is to educate children. No excuses!"* The bar is being raised at Waco ISD. The new standard is not just excellence, but excellence from *everyone*.

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<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 161914				Amendment # (for amendments only):	
Program authority: P.L. 114-95; ESEA of 1965, as amended by ESSA, Title I, Part A, Section 1003, School Improvement					
Grant period: January 15, 2018, to July 13, 2018				Fund code: 211	
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$68,117		\$68,117
Schedule #8	Professional and Contracted Services (6200)	6200	\$345,347		\$345,347
Schedule #10	Other Operating Costs (6400)	6400	\$21,008		\$21,008
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$434,472		\$434,472
3.574% <u>indirect costs</u> (see note):			N/A	\$15,528	\$15,528
Grand total of budgeted costs (add all entries in each column):			<b>\$434,472</b>	<b>\$15,528</b>	<b>\$450,000</b>

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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<b>Schedule #7—Payroll Costs (6100)</b>				
County-district number or vendor ID: 161914		Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1				
2				
3				
<b>Program Management and Administration</b>				
4	Chief Innovation Officer (grant period – 6 months)	1		\$58,344
5				
6				
7				
8				
9				
10				
11				
<b>Auxiliary</b>				
12				
13				
14				
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
15				
16				
17				
18				
19				
20				
<b>Other Employee Positions</b>				
21				
22				
23				
24	Subtotal employee costs:			\$58,344
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
25				
26				
27				
28	6140	Employee benefits		\$9,773
29				
30	Subtotal substitute, extra-duty, benefits costs			\$9,773
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$68,117

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 161914		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6269	Rental or lease of buildings, space in buildings, or land	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		
<b>Professional and Contracted Services</b>		
<b>#</b>	<b>Description of Service and Purpose</b>	<b>Grant Amount Budgeted</b>
1	Qualified Zone Design Partner, matched with LEA by TEA	\$200,000
2	Professional consultants with varied areas of expertise (curricula, leadership and service programs, etc. and in conjunction with matched Zone Design Partner)	\$145,347
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
<b>b. Subtotal of professional and contracted services:</b>		<b>\$345,347</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$345,347</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b><u>Schedule #10—Other Operating Costs (6400)</u></b>		
County-District Number or Vendor ID: 161914		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$10,004
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$5,364
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$3,000
Subtotal other operating costs requiring specific approval:		\$18,368
Remaining 6400—Other operating costs that do not require specific approval:		\$2,640
<b>Grand total:</b>		<b>\$21,008</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) you intend to serve and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment process is a lengthy and arduous one requiring hours of painstaking conversations, methodical calculations, and thorough research. It is also undeniably the most critical part of the District's plan since the information and decisions stemming from the assessment drive every action thereafter without exception. Understanding this importance, Waco ISD's BOT, Superintendent, and the leadership team exercised immeasurable forethought *before* executing an all-encompassing needs assessment process.

With a new Superintendent of Schools at the helm (as of July 2017), the leadership team spent the past four months pouring over reports, analyzing data, and discussing results in an effort to determine which needs were most pressing. Additionally, in collaboration with the BOT, the Superintendent sought feedback from a diverse group of individuals both within the District and the community at-large. Each of the following endeavors served as an integral component in gathering opinions around what others view as the District's most compelling needs:

- **Superintendent's Survey** - At the beginning of the school year, the Superintendent solicited feedback from students, parents, employees, and community members. With 3,500 respondents and appropriate representation from all four groups, the results provided the District with increased awareness of public perception. The survey furnished valuable information regarding what the respondents considered to be the strengths and challenges of Waco ISD.
- **Waco ISD Community Meetings** - Waco ISD grasps the enormity of multiple campuses in their fifth year of Improvement Required (IR status); the District also understands the consequences if these campuses do not meet standards again this year. Facing the possibility of multiple school closures and/or replacement of the elected board with a board of managers, the BOT and Superintendent collaborated to solicit feedback about the District's future through a series of three community meetings.
- **Key local stakeholders** - The Superintendent took time to personally meet with numerous leaders from local businesses, non-profit organizations, and educational institutions. He perceived that, in order for these stakeholders to have buy-in and support the District's endeavors, they would need to feel ownership and be a part of the decision making process.

Now armed with an abundance of information, the Superintendent and his leadership team spent hours upon hours, week after week analyzing the information collected to determine which needs would become top priorities for the District. In the end, several factors led to the final identification and prioritization of the District's critical needs:

- With multiple schools facing closure, improving student performance and increasing student achievement is imperative. Only 80% of students attend high performing schools. This statistic is not acceptable in Waco ISD.
- Since almost 20% of Waco ISD students attend schools that are rated poorly, District leadership determined improving teacher effectiveness in low performing schools is another significant need.
- District leadership understands that the monumental task they face is not one they can manage alone. Recognizing the need for additional support, District leadership concluded that expanding and enhancing community partnerships is absolutely critical.

The campus selection process was driven by the predicament of the IR campuses. Alta Vista Elementary School (AVE), G. W. Carver Middle School, and Indian Spring Middle School are all schools in their fifth year of IR, and as such were selected as a part of the TZ. South Waco Elementary School is not an IR campus but was selected as a part of the TZ due to its ability to serve as a feeder school and its close proximity to AVE. These four campuses serve as the TZ.

Moving forward with a clear and unified decision, District leadership determined the TZ Grant would undoubtedly address Waco ISD's needs as it allows for campuses in their fifth year of IR options to avoid closure, restructure governance, and receive the autonomy needed to achieve the desired outcomes.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top three needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Waco ISD identified the need to improve student performance and increase student achievement within the Transformation Zone.	<ul style="list-style-type: none"> <li>Provide access to a Zone Design Partner whose experience includes working with a school redesign model that incorporates an in-district charter;</li> <li>Support contracts with innovative partners (professionals and experts), who have a proven track record of successfully working with low-income, minority students performing below state standards;</li> <li>Allow for new governance and increased autonomy for TZ campuses;</li> <li>Provide TZ leadership with control over staffing, budgeting, curriculum, and scheduling;</li> <li>Establish an in-district charter (Subchapter C), and contract with a local non-profit to manage the TZ;</li> <li>Create a campus climate that encourages and empowers students to be successful;</li> <li>Institute an early childhood center for PreK-2<sup>nd</sup> grade;</li> <li>Expand advanced learning academies to include Leadership and Service, (and later, dual-language).</li> </ul>
2.	Waco ISD identified the need to improve teacher effectiveness at IR campuses by addressing how the District recruits, supports, and retains the highest quality employees.	<ul style="list-style-type: none"> <li>Provide access to a Zone Design Partner whose experience includes working with a school redesign model incorporating proven strategies related to teacher effectiveness;</li> <li>Present options to consult with other districts who have a proven track record of recruiting, supporting, and retaining the highest quality teachers;</li> <li>Create a campus climate that supports teachers flexibility for increased effectiveness, and allow for adjustments in policies and practices as needed;</li> <li>Enhance teacher incentives to work at a TZ campus;</li> <li>Institute multi-year teaching ('looping'), for 5<sup>th</sup>-6<sup>th</sup> graders to minimize the disruption of transitions.</li> </ul>
3.	Waco ISD identified the need to build new and expand existing community partnerships to support the TZ campuses.	<ul style="list-style-type: none"> <li>Provide access to a Zone Design Partner whose experience includes working with a school redesign model focusing on robust community partnerships;</li> <li>Create opportunities to visit successful transformation zone schools and/or districts with community partnership designs;</li> <li>Strengthen the relationship between Waco ISD and the community as a whole;</li> <li>Build new and expand existing partnerships.</li> </ul>

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Schedule #14—Management Plan					
County-district number or vendor ID: 161914				Amendment # (for amendments only):	
<b>Part 1: Milestones and Timeline.</b> Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective		Milestone	Begin Activity	End Activity
1.	Identify campuses that will be in the zone	1	Assess existing challenges and existing resources	07/01/2017	11/16/2017
		2	Determine campus student capacity & building size	08/23/2017	11/16/2017
		3	Assess campus data to predict realignment success	08/23/2017	11/30/2017
		4	Provide data/needs assessment to selected campuses	01/08/2018	03/30/2018
2.	Develop initial zone plan, including governance, management, and specific strategies	1	Conduct planning meetings with District leadership	08/23/2017	11/30/2017
		2	Explore in-district charter for governance structure	10/12/2018	11/16/2017
		3	Select specific (evidence-based) strategies for the TZ	10/17/2018	11/07/2017
		4	Discuss initial District plan with Zone Design Partner	11/14/2017	11/30/2017
3.	Solicit and incorporate stakeholder feedback	1	Hold public community meetings	10/23/2017	11/06/2017
		2	Present initial TZ plan to WISD Board & get feedback	11/16/2017	11/30/2017
		3	Present preliminary TZ plan to community	01/08/2018	05/18/2018
		4	Finalize plan with community & zone design partners	06/04/2018	06/22/2018
4.	Develop TZ plan	1	Discuss TZ strategy w/ district leaders & stakeholders	10/31/2017	01/08/2018
		2	Conduct planning kickoff meeting	01/08/2018	02/09/2018
		3	Provide TEA with a preliminary TZ plan	03/30/2018	05/18/2018
		4	Revise and submit final TZ plan to TEA	06/04/2018	06/22/2018
5.		1			
		2			
		3			
		4			
<b>Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.</b>					
<b>Part 2: Sustainability and Commitment.</b> Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
<p>In the proposed plan, creating a model for the Zone's elementary school campuses that focuses on early learning would <u>coordinate efforts</u> with the District's Early Childhood Education Department, integrating existing programs and partnerships to <u>maximize effectiveness</u> of funds for the TZ campuses. Waco ISD also plans on expanding the GT program, the Advanced Talent Learning and Service (ATLAS) Academy, to the zone middle schools, and creating a specialization in Leadership and Service (with dual-language integrated in the near future). Both of these models are examples of <u>existing efforts</u> Waco ISD plans to build on through this project.</p> <p>The District has forged many local partnerships with businesses, social service organizations, medical entities, and multiple institutes of higher education, whose presence is abundant throughout WISD campuses. The majority of these partnerships are currently identified as Prosper Waco affiliates, which help make up the wrap-around services that Prosper Waco would provide as the in-district charter partner. These partnerships <u>remain committed</u> as district resources and Prosper Waco affiliates to provide educational, financial, and medical support within the District. Our collaboration with Prosper Waco ensures ongoing commitment and expansion of not only our current partners, but a significant number of new partnerships that are Prosper Waco affiliates.</p> <p>By further strengthening our current efforts and partnerships, the District is certain to <u>maximize effectiveness of the grant funds</u>. The community of Waco has made their voices heard that they are ready to support and commit to the District as we use innovative designs and strategies to create successful educational experiences for all WISD students.</p>					
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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**TEA Program Requirement 1:** Demonstrate how the TZ strategy aligns to and accelerates the broader strategy of the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In addressing continuity between the TZ strategies and the District strategies, the District has meticulously aligned the TZ structure to ensure that the transformation zone is working alongside other District efforts. In the District Strategic Plan, the overall improvement strategies provide a balance of perspectives that address education, community, staff, and resources – all held as equally important factors aimed towards student and campus success:

- Improve student performance and increase student achievement and participation.
- Increase graduation rates, district-wide attendance, and college/career readiness.
- Recruit, support, and retain quality employees.

***“The main thing we have to do...is push the expectations higher and higher, and help them reach those expectations....We have to put systems in place that really allow for the equity in excellence we’re demanding.”***

— Dr. A. Marcus Nelson, Superintendent of Schools

**Identified Need #1 – Improve student performance and increase student achievement**

In the elementary TZ campuses, the Early Learning Model is proposed as the method of redesign which aligns with the District’s improving student performance strategy through increasing awareness and focus on early childhood programs. The planned project utilizes WISD’s in-house experts in the Early Childhood Education Department and partnerships with local early childhood agencies to fully transform the elementary zone campuses into Early Learning Model schools. As a district, Waco ISD actively integrates a Pre-K family engagement initiative that facilitates family involvement and support, equips families with tools and resources in education and health services, and develops staff skills in evidence-based practices that support families in meeting their children’s learning benchmarks. In addition, this initiative will be accelerated through the TZ by creating elementary schools that center solely on early childhood.

Creating a focus on leadership and service programs aligns with the District’s strategy to increase student achievement, graduation rates, and college/career readiness. The TZ strategy accelerates this broader district strategy by proposing an expansion of the ATLAS Academy that is currently at a (non-zone) WISD middle school. This expansion for the zone middle schools will create a Leadership and Service ATLAS program at Indian Spring Middle School (ISMS) for all 6<sup>th</sup> graders, and eventually phase into adding a dual-language program. ISMS students will feed into the next zone campus, G.W. Carver Middle School (CMS), which is proposed to become a 7<sup>th</sup> and 8<sup>th</sup> grade Leadership Academy (that will also eventually integrate a dual-language specialization). Through the resources of Prosper Waco, the partnership provides opportunities for students to have hands-on learning with local government affiliates, community service, and institutes of higher education.

**Identified Need #2 – Improve teacher effectiveness; address recruiting, supporting, and retaining high-quality employees**

The zone strategy of ensuring the highest quality teachers and leaders aligns with the District’s commitment to recruit, support, and retain high-quality employees at zone campuses. This strategy accelerates the broader district strategy by increasing expectations for Waco ISD employees, enhancing talent pipeline strategies currently in place, and redistributing the highest-performing teachers and principals to the zone campuses. With the governing body provided by Prosper Waco, Waco ISD will redevelop incentives, broaden recruitment, and create a more rigorous assessment process to ensure effectiveness and quality within the TZ.

**Identified Need #3 – Build new and expand existing community partnerships**

The District’s need to build new and expand existing community partnerships aligns with all goals of the District Strategic Plan by using partners’ expertise on campuses. This will be addressed by taking many of Waco ISD’s current partnerships and new Prosper Waco partnerships and bolstering their efforts to benefit the zone campuses. This expansion is accelerated by the TZ strategy through the in-district charter being formed with Prosper Waco. Creating renewed purposes for community partnerships that address the most prominent campus needs will be a key approach in utilizing support and streamlining the focus for each partnership.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**TEA Program Requirement 2:** Articulate why the LEA believes a TZ structure will be effective at transforming the campuses in the zone. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

***"We want to be emphatically clear, there is a change coming to Waco ISD, and it is intended to improve the organization....With these rising levels of accountability...urban school districts are going to have to be more fierce in our expectations and how we go about doing our business...we're not going to be able to do it alone."***

— Dr. A. Marcus Nelson, Superintendent of Schools

The question of needing change within WISD is one that has received a resounding "yes" from students, parents, community members, and Waco ISD staff. Previous efforts to improve campuses have shown progress but have not been effective enough to fully transform campuses to be successful, autonomous entities. Creating a Transformation Zone is the District's chance to use an innovative structure that is also a proven successful model, as the catalyst to redesign the District and revitalize its struggling schools.

The TEA Design Guide provides a foundational framework (four pillars) that allows the District to form its own TZ strategies on the promising structures and pillars that will produce the most beneficial results for Waco ISD. By following the **District Partnership Transformation Zone strategy**, the District will collaborate with Prosper Waco whose expertise will expand and enhance student support and educational options. The schools will have the advantage of being autonomous within the zone, while also utilizing the expertise of Waco ISD leadership related to academic operations. With the TZ Grant funding, the District will not only work with a Zone Design Partner but also contract and partner with expert consultants who will advise Waco ISD on transformation zones, early childhood learning, leadership academies, dual-language programs, community engagement, and other strategies that will be implemented.

When addressing the Talent Strategy pillar to improve teaching and learning, the following efforts have already been implemented on the zone campuses: providing incentive pay for high-quality educators to teach at IR campuses, and assigning district coaches to every IR campus & increasing the time required to spend on those campuses. Although these strategies have provided ongoing instructional support and incentives, as well as data-based instructional practices, the District intends to further identify which teachers are able and willing to invest in a zone campus. The TZ structure also allows the district to focus attention on promising instructional methods, such as blended learning, and provide additional professional development, collaboration, and mentorship opportunities to increase effectiveness.

Turning to the School Program support pillar, through the TZ structure, the District can expand its existing capacity and generate support from external partnerships to fill in the gaps. The additional support of a high-quality in-district charter with Prosper Waco will provide expertise in higher education, health and wellness, community engagement, and social services. The experience Prosper Waco and its affiliates have with Waco demographics will lend additional expertise that would not be as powerful with a partner outside of the community.

The District will work with a Zone Design Partner to develop the third pillar, Partner-Operator Strategy. Having received a Texas Title I Priority School Grant (ISMS) and a Texas 21<sup>st</sup> Century Community Learning Centers Grant (CMS), Waco ISD has already worked to catapult a model of student learning with both short-term and long-term goals. By implementing a Partner-Operator strategy, this student learning model will be expanded throughout the zone and enhanced with the partner's expertise to implement phased interventions and streamline resources; ultimately aiming to create a sustainable program that exceeds the life of the grant. Previous grants awarded to WISD zone campuses allowed the District to develop the final pillar, Evidence-Based Strategies that use data analysis and progress tracking to develop teacher instruction, guide administrative decisions, and provide personalized intervention to students.

The TZ structure not only encompasses the efforts already being made on the zone campuses but also integrates new resources, new strategies, new designs, and new expectations of staff. Waco ISD has full confidence that the TZ structure will work since the construct ensures high-quality implementation. The Waco community has spent years watching their campuses close, turn over leadership, or stay stagnant while students struggle to succeed – students, families, the community, and this district are *beyond* ready for this change.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**TEA Program Requirement 3:** Explain how the applicant educated key stakeholders about this application for a TZ grant and the TZ strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With boldness and determination, Waco ISD is moving forward and seeks to remain transparent every step of the way. Leading the effort is Superintendent, Dr. A. Marcus Nelson, who understands the importance of public trust and community partnerships. He understands the District cannot accomplish their goals in isolation and he understands the District needs **both** the public's trust and community partners in order to be successful.

By virtue of Dr. Nelson's philosophy (being transparent), educating key stakeholders and conducting a needs assessment were interwoven. Unlike other executives who consider local business leaders to be the only key stakeholders, Nelson's definition is more inclusive and embraces students, parents, employees, and the community as a whole (these four subgroups hereafter referred to as stakeholders). The two processes, the needs assessment and educating stakeholders, initially occurred simultaneously at the community meetings.

***"I'm trying to build confidence in our community that this is no joke. This is a serious commitment.... Until we can proclaim all kids are all going to quality schools, you have a superintendent who is going to consistently push for higher expectations..."***

— Dr. A. Marcus Nelson, Superintendent of Schools

The community meetings were conducted in three different geographic locations throughout the city in an effort to ensure every Waco citizen would have an opportunity to attend a meeting in a familiar neighborhood. This design was strategic and of the utmost importance to leadership, believing if meeting attendees felt uncomfortable, they were less likely to share honestly, and perhaps reluctant to attend at all.

As previously mentioned, the initial meetings served the dual purpose of assessing needs and educating stakeholders. Each meeting opened with Dr. Nelson discussing the results of the Superintendent's Survey (also addressed in Schedule 13.1), followed by identifying the District's strengths and challenges, and educating the attendees on District's plight with multiple IR campuses. Dr. Nelson offered preliminary solutions to address the District's issues by proposing a school redesign model. The presentation concluded with an open invitation for attendees to ask questions, express opinions, and offer feedback. Between all three meetings, over 250 individuals either participated in and/or witnessed the healthy, productive conversations. Each meeting was followed by a newspaper article and TV coverage, providing another avenue for those who could not attend to become educated about the discussions.

The process of educating stakeholders is continuous and ongoing. The BOT and Superintendent maintain ongoing dialogue with local business leaders, non-profit organizations, and educational institutions within the community to keep them abreast of new ideas and/or changes. Similarly, the District strives to maintain open lines of communication with the local media every step along the way. In fact, as this application was being prepared, the Waco Tribune Herald printed a front page headline that read: "Waco ISD applies for \$450,000 grant in effort to save..." (WacoTrib Now, November 17, 2017). This widely published form of communication is effective in educating the masses.

District leadership continues to ensure the future will offer open and transparent communication to educate stakeholders and elicit feedback. The upcoming BOT meetings offers opportunities for public comment, board meeting agendas are available three days in advance, and a videotaping and minutes of the meeting are on the district website ex post facto.

Make no mistake about it...change *is* coming to Waco ISD. The truly exciting aspect of this change is the District leadership is earnestly committed to remaining transparent to *all stakeholders*, providing *continuous education*, and engaging in open-ended conversations.

***"We don't want a community that has several chronically low-performing schools. Our community is better than that."***

— Dr. A. Marcus Nelson, Superintendent of Schools

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**TEA Program Requirement 4:** Articulate what the applicant hopes to accomplish with the TZ, including but not limited to, changes in campus level operating conditions and campus level outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

***"I want us to boldly proclaim in the same newspaper that puts on the front page, 'Closure Looms', 'Sky's Falling', to put, 'Oh My, They Made It.'..."***  
 — Dr. A. Marcus Nelson, Superintendent of Schools

The most evident hope when turning to the Transformation Zone strategy as a district restructuring solution could undoubtedly be the pursuit to salvage the campuses in jeopardy of closing within WISD. To be clear, failing to raise Waco ISD's struggling schools out of IR is the impetus that created the dire situation the District now faces. However, when taking a step back and assessing all WISD campuses, students, and employees, it became clear that there was more that a transformation *can and should* to do for Waco ISD to reach its full potential.

Within the Transformation Zone, the vision for changes in campus level operating conditions begins with the increase of district support, professional development, and strong leadership (who recruit and retain high-quality staff). Effective staff maximize instruction time and in turn, accelerate student improvement. When TZ campuses are given autonomy over their staff, curriculum, class schedules, and budgets, flexibility exists. This increased flexibility allows decision makers to develop the systems that work best for their respective campus. For example, campus leaders have the independence to specifically design curriculum with the grade-level (e.g. Pre-K) and the program-specific (e.g. ELL) needs of their campus in mind.

**Goals for zone campus level outcomes** will be based on measurable results, including: students showing academic growth and success by meeting specific testing standards (for testing campuses) and increased reading levels (for early childhood campuses); reaching more students with the Prosper Waco wrap-around services that serve students by meeting education, financial, and health needs; an increase of student attendance and higher programmatic participation in each campus' program focus; and streamlining campus needs through an increase of community involvement within each campus. *(Percentages and numerical goals for improvement to be analyzed and set at the conclusion of the 2017-2018 school year.)*

The practices implemented within the zone campuses are intentionally designed to align directly with the district's long-term goals and plans of district innovation. Using the Alta Vista and South Waco Elementary construct as a pilot, non-zone campuses will later duplicate this early learning initiative structure. As a result of building experience and success, the District hopes to become an authority for best practices at the early childhood model. With the redesign of G.W. Carver Middle School and Indian Spring Middle School, the District hopes to provide a new focus of Leadership and Service that offers students advanced and specialized opportunities to better prepare them for post-secondary success. This redesign will be expanded beyond the scope of the zone (and at the District's expense) to offer similar specialized programs in Fine Arts and Science, Technology, Engineering, & Math (STEM) at other WISD middle schools. Both models increase opportunities for experts in relevant realms to help develop the models to ensure use of the most current and effective instructional trends. Additionally, the models extend opportunities for community partners to participate directly with students at zone campuses. WISD believes that through contracting with professionals and expanding community partnerships, students in the TZ will build a wider range of academic and life skills, enhance opportunities beyond the classroom, and increase their interest and investment in their education.

By creating a campus zone with a unique governance structure that establishes an in-district charter and contracts its management to a local non-profit (Prosper Waco), the District expects to foster a greater engagement in the community. The District also desires a more consistent level of trust and an increase of involvement from a greater number of families of WISD students. By demonstrating commitment to ensure support and success of WISD students through the redesign process, WISD anticipates an increasingly strengthened partnership between the district and families while moving forward in the transformation.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**TEA Program Requirement 5a:** Select up to two key zone strategies the applicant intends to prioritize and use with campuses in the zone. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Identifying and partnering with high quality charter management organization(s) to operate one or more campuses in the zone.

☐ Identifying and matching campuses with high quality external school support or improvement organizations.

☒ Redesigning the campuses in the zone, in partnership with external organizations that specialize in school design, to provide a better set of educational options.

☐ Other locally developed and evidence-based strategies

☒ Developing a method of ensuring the highest quality teachers and leaders work in the campuses in the zone.

**TEA Program Requirement 5b:** Explain why these two specific strategies have been prioritized and what steps have been taken to implement them. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

From the outside looking in, one might make the mistake of assuming that a district with multiple campuses in their fifth year of IR is either apathetic or incompetent. Nothing could be farther from the truth with respect to Waco ISD. Working with a student population that is 89% economically disadvantaged, District leadership has demonstrated faithfulness, patience, and consistency through achieving slow and steady progress. Since 2011 the number of IR campuses has been reduced by two, and the campuses that remain in IR have consistently gained ground.

Having said that, Waco ISD recognizes the need to accelerate the progress and that, in order to produce different results, something unprecedented must be done. Selecting the TZ strategy of redesigning the campuses in the zone in partnership with external organizations that specialize in school design to provide a better set of educational options, is one previously unheard of in Waco, Texas. Under the circumstances, it emerges as one that not only aligns with the broader goals of Waco ISD, but also addresses the greatest need identified for the Transformation Zone: improving student performance and increasing student achievement. Utilizing this strategy would also serve to address the need for enhancing and expanding community partnerships as the strategy design focuses on involving additional partners.

***"If we have a student achievement problem, then it only makes sense to start with the employees."***

— Dr. A. Marcus Nelson, Superintendent of Schools

Given that the District's needs assessment process (Schedule 13.1-13.2) identified improving teacher effectiveness as another urgent priority for Waco ISD, the TZ strategy of developing a method of ensuring the highest quality teachers and leaders work in the campuses in the zone is a glaringly obvious choice to address deficiencies.

Schedule 17.6 details previous actions taken by the District to build a talent pipeline benefiting the zone campuses. Leadership spent countless hours analyzing data related to these previous efforts to determine the level of effectiveness for each one, which revealed several trends. One trend of particular interest is that Waco ISD currently employs an astounding 145 teachers whose students demonstrate academic success (met state standards); of those, a very low percentage teach in schools rated as IR.

Waco ISD is not the first district to encounter this dilemma. There are other schools, districts, and consultants who have firsthand experience successfully navigating similar situations. The selected TZ strategy of focusing on ensuring the highest quality teachers work in the TZ presents an opportunity for the District to continue existing efforts while also enlisting the aide of professional consultants with experience and knowledge in recruiting, supporting, and retaining teachers who work in underperforming, urban schools.

In addition to the aforementioned steps already taken, Waco ISD held discussions with a TEA-approved Zone Design Partner (as suggested in the TZ applicants webinar). This interaction supplied the District with beneficial insight into how the selected strategies would be implemented, and allowed the District to further solidify its vision and direction.

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**Schedule #17—Responses to TEA Program Requirements**

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Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe the actions the applicant has already taken to build talent pipelines that will benefit campuses in the zone. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

***"There's a standard...If you're going to be in the Waco Independent School District, we're going to expect you to tutor kids before and after school, and on Saturdays. We're raising expectations for everybody."***

— Dr. A. Marcus Nelson, Superintendent of Schools

Creating a high-performance culture for the students of WISD starts with the creation of that culture for the staff of WISD. Empowering educators to give the highest quality instruction they can to the students is not a miniscule task, but it has to be the first step if expecting high-quality staff to both come to and remain with the District. WISD has struggled for years to recruit and retain more high-quality staff, which has proven to be detrimental to student academic success. This struggle is one reason why the District is prepared to go to great lengths to support and reward excellence.

To recruit and reward talent, the District has put many strategies in place within the last number of years. One of the largest financial strategies is the STAAR Masters Incentive Plan to reward teachers and campuses for student performance. The incentives are based on six different components, including: students reaching Met Standard status, low SES students passing the STAAR test, AP students taking the AP exam, campus distinctions based on student performance comparisons, reading growth for non-testing grades, and teacher attendance. Certain components also include the requirement that teachers only receive the incentive pay if they remain on an IR campus. In the last school year, this method of compensating effective teaching rewarded 208 teachers with an accumulative \$187,675.

The District has also implemented a strategy that offers teachers with previous proven student academic success (measured by STAAR test scores) a \$10,000 incentive to teach at an IR campus. This strategy was created with the purpose of not only recruiting high-quality staff to low-performing schools, but also to form a cohort of strong teacher leaders at the District's struggling campuses to offer teacher led peer support.

An elevated focus on professional development has been created to provide the knowledge and resources to best support teachers on TZ and IR campuses. This support comes in many different forms of ongoing professional development including training in Advancement Via Individual Determination (AVID) classes, behavior management, and technology training with Apple for best practices in fully utilizing student's access to technology within the classrooms.

In addition to trainings, the district has focused and increased its efforts on supporting zone campus teachers through:

- Weekly Professional Learning Communities that allow teachers to collaborate and disaggregate student data;
- District academic coaches that support classroom management and instruction multiple times a week;
- Education Service Center Region 12 coaching that provides co-teaching, evaluations, and lesson plan building;
- Teacher mentorships that partner experienced educators with new educators during the school year; and,
- Indian Spring Middle School's "new teacher huddle" that supports first-year teachers through regular meetings.

In the article, iZone (Innovation Zone) Chief Sharon Griffin on Fixing Memphis' Most Challenging Schools, regional Superintendent Griffin discusses the key ingredients to a successful turnaround model that were used for her underperforming and low socioeconomic schools. One of the critical factors she highlights is the importance of effective teachers. Griffin states, "...any school deemed underperforming is not that child's fault. That's a 'grown folk' problem....There are no unteachable kids." She states support is the number one reason teachers come to and stay in her zone. WISD is prepared to provide that level of support to ensure teacher quality is not a barrier to student success.

The talent pipeline that is currently in place at WISD has defined expectations, ongoing professional support, and financial rewards for effectiveness – all of which have room to grow. With the renewed focus of bringing the most high-quality teachers and principals to the TZ campuses, we are determined for WISD to demonstrate its new standard that challenges and refines the educators and leaders within our district.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 161914      Amendment # (for amendments only):

**TEA Program Requirement 7:** Articulate the qualifications of staff and any contracted services or consultants, in addition to the TEA-matched Zone Design Partners, referenced in Schedule #8 – Professional and Contracted Services that will support the planning grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Waco ISD is ideally positioned to work in tandem with a Zone Design Partner. The new Superintendent of Schools has sparked a powerful movement that is propelling WISD forward. He assembled a team with a dynamic combination of WISD veterans with historical knowledge and experience, and new leaders with fresh perspectives and renewed energy. The highlights of this potent team's qualifications are summarized below.

- Early Childhood Education Coordinator – Ed.D. with 28 years experience (6 years WISD); focus in Early Childhood Education and English Language Learners. *For the TZ*, consultation for early childhood center to ensure quality.
- Interim Executive Director of Elementary Curriculum – MS in Reading, Learning Disabilities, and ESL. Eight years experience (2 years WISD). *For the TZ*, support development and implementation of elementary curriculum.
- Interim Executive Director of Secondary Curriculum – Ed.D. with 21 years experience (2 years WISD); focus in Literacy/Advanced Academics. *For the TZ*, support development and implementation of secondary curriculum.
- Executive Director of Communications – BA *cum laude* with 14 years experience (3 months WISD); comprehensive work at the state and national level with communications, public relations, and strategic planning. *For the TZ*, prepare all press materials, advise Superintendent on matters related to public relations, outreach, and press.
- Asst. Superintendent of Student Services – Ed.D. with 17 years experience (all WISD); focus in Curriculum and Instruction. *For the TZ*, ensure students/families have access to the broad range of services within Waco ISD.
- Asst. Superintendent of Human Resources – MS with 24 years experience (all WISD); highest level of professional certification (PHR). *For the TZ*, support the contract management partner with the design and implementation of strategies to ensure the highest quality teachers work in the Zone campuses.
- Asst. Superintendent of School Improvement – MS with 28 years of experience (all WISD); focus in Reading; experienced leader at various levels in the district; experience working in a low-socioeconomic, culturally diverse district, and guiding campus leaders in improving teacher effectiveness. *For the TZ*, serve as the required project manager for the grant; ensure all grant requirements are met; attend required meetings/trainings; maintain ongoing communication with contracted management partner; serve as a resource for teacher effectiveness strategies.
- Chief Financial Officer – CPA for over 30 years (28 years in WISD), work in school district financial administration with extensive knowledge of state and federal program compliance; maintains First Integrity Rating System of Texas (FIRST) rating A-Superior. *For the TZ*, advise contract management partner regarding fiscal matters.
- Superintendent of Schools – Ed.D. with 23 years experience in Education (4 months WISD); Superintendent of the Year ('14 and '15); previous district demographics: 98.6% minority (WISD 89%), and 94.3% economically disadvantaged (WISD 90%) where all campuses met standards; lengthy history of establishing and maintaining productive partnerships in the community; successfully implemented full day PreK-3 program; created Newcomer Center for migrant students; record of reducing impressive level of administrative overhead costs. *For the TZ*, guide District leadership team, and maintain a positive working relationship with TEA, the Zone Design Partner, contracted management partners, and all stakeholders.

Contracted services budgeted in Schedule 8 (other than the Zone Design Partner), are meant to provide guidance in areas of curriculum design for early childhood, and the leadership and service academy. This budget also supports contracting with experts who possess elaborate knowledge of successful methods to attract and sustain the highest quality staff in schools with demographics similar to the TZ campuses. The district will conduct a rigorous vetting process to ensure all consultants have a proven track record that demonstrates success in their respective areas.

The Waco ISD team is qualified and prepared for the challenges ahead. With great anticipation and optimism, the leadership team enthusiastically supports the proposed TZ grant, and welcomes the opportunity for implementation.

***"We want the very best, the very best, because that's what they deserve...."***

— Grace Benson, Interim Executive Director of Elementary Curriculum

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 161914		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 161914		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 161914

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 161914		Amendment number (for amendments only):		
<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Hearing Impairments</b>				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Learning Disabilities</b>				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Physical Disabilities or Constraints</b>				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID: 161914		Amendment number (for amendments only):		
<b>Barrier: Inaccessible Physical Structures</b>				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Absenteeism/Tuancy</b>				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Support from Parents</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID: 161914		Amendment number (for amendments only):		
<b>Barrier: Lack of Support from Parents (cont.)</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Shortage of Qualified Personnel</b>				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Knowledge Regarding Program Benefits</b>				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 161914			Amendment number (for amendments only):	
Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Dr. A. Marcus Nelson, Superintendent**

*Waco Independent School District*

*501 Franklin Avenue*

*Waco, Texas 76701*

*(254) 755-9473*

November 16, 2017

Dear TEA,

When I was given the opportunity to become the Superintendent of Schools for Waco ISD, the decision to accept was made with the understanding that I would inherit a challenging responsibility. But I made the decision with the commitment that this challenge would be *my* responsibility. As my district leadership team and I find ourselves in the trenches of trying to determine our best chance to ensure *all of our schools and all of our students* succeed, we know that closing schools is not an option. As we have talked through countless possible plans and designs, we are finally at a place of confidence – and even excitement – that forming a Transformation Zone that focuses on the early learning model, and transitions into specialized learning academies is a change that can revive our district and our community.

After conducting three public community meetings in the last month, we have heard the voices of our students, parents, staff, and community more than ever before. This allows district leadership to approach our next transition holistically and meticulously. Our collaboration with Prosper Waco will be one that allows us to realign our priorities in a way that supports our students not only academically but meets their needs from morning to night. This partnership through the TZ Grant will stand until our goals are met, and our students are succeeding. Prosper Waco uses the words "Inspiring Change. Achieving Results." to describe their mission, which is one that is easy to come alongside as our hope for the district.

Looking at the campuses that we are including in the Transformation Zone -- Alta Vista Elementary, South Waco Elementary, G.W. Carver Middle School, and Indian Spring Middle School -- we are setting the stage to create a network of support and restructure our approach to learning. As a district that is endorsed as a Blue Ribbon Affiliate for Parents as Teachers, we will be using our in-house experts to transform our elementary school zone campuses into early learning model schools. We believe that we must start at the youngest ages if we want any hope for our students to have elementary, intermediate, and post-secondary success. Our two middle school campuses will focus on becoming a 5<sup>th</sup>- 6<sup>th</sup> grade dual-language ATLAS campus, and a 7<sup>th</sup>- 8<sup>th</sup> grade leadership academy. We are confident that our TZ campuses will be the beginning of a unique and innovative district transformation that will not just holistically support our students but also attract high-quality personnel, while strengthening our community support. My commitment to this supersedes my own peace, love, and happiness – and I will not rest until Waco ISD has success from employee quality to student achievement.

Respectfully,

Dr. A. Marcus Nelson  
Superintendent of Schools



*Board of Trustees*  
***Waco Independent School District***

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*P.O. Box 27*  
*Waco, Texas 76703*

November 16, 2017

Dr. Nelson:

Over the past fifteen years, it has been a privilege to serve the students, families, and employees of Waco ISD through my capacity as a board member. During my tenure, I have witnessed tremendous growth in significant and meaningful areas across the District. This progress has not been accidental, rather a result of specific strategies intentionally designed to meet identified needs. With that said, I understand substantial work remains before us, and I commend you for taking this challenge head on.

As President of the Board of Trustees for Waco ISD, I am confident in affirming that the entire Board is not only prepared and committed to the task that lies before us, but also genuinely excited about the trajectory of the District. We recognize and embrace the importance of the Transformation Zone Grant and what it has to offer our most challenging campuses. Additionally, since the TZ plan aligns with specific strategies in the broader district plan, (to improve student performance and increase student achievement and participation, and recruit, support, and retain quality employees), the grant would propel Waco ISD to the next level in reorganizing and revitalizing struggling campuses. The prospect of emphasizing our quality early childhood programs and expanding our advanced classes in intermediate through middle school grades, creates unprecedented opportunities in our district.

As you and your leadership team formulate the details, know that you have the full support of the Board every step along the way. We concur with one of your statements at a recent community forum when you said, "*We want to be emphatically clear, there's a change coming to Waco ISD and it is intended to improve the organization*". We firmly believe that you, Dr. A. Marcus Nelson, are the leader to make it happen.

Respectfully,

Pat Atkins  
President, Board of Trustees  
Waco Independent School District



MATTHEW POLK, PH.D., MBA  
EXECUTIVE DIRECTOR

PAT ATKINS  
PRESIDENT

TOM STANTON  
TREASURER

VIRGINIA DUPUY  
SECRETARY

BILL CLIFTON • RAMONA CURTIS • KYLL DEAYER • MALCOM DUNCAN • ROLAND GOERTZ •  
SHIRLEY LANGSTON • CLOIVER • ALFRED SALANO • GLENN ROBINSON • MARCUS NELSON

November 15, 2017

Dear Dr. Nelson,

Waco Independent School District, and all of its campuses, are a key part of our community as we know it. We are aware of the dire need for a systemic and strategic change, and we are prepared to support our school district through this transition and beyond. Your efforts to encourage growth, success, and opportunities for *all* local students within our district is an effort we are honored to come alongside. Prosper Waco enthusiastically supports WISD's efforts to create a transformation zone with campuses that are struggling to meet standards. We join you with excitement of what this transition will bring for our students and our community, and hope that our partnership will provide excellent opportunities for students in our community to achieve academic stability.

The Prosper Waco initiative was created to facilitate collaborative solutions among diverse stakeholders (businesses, schools, non-profits, government, etc.) to our community's challenges in the areas of education, health, and financial security. We are currently working directly with you to contribute to the holistic well-being of WISD students, with the understanding that these students are not only battling difficulty in the classroom, but are struggling to have their basic needs met on a daily basis. Creating a Transition Zone with the IR elementary schools specializing in an early learning model, and the IR middle schools reconfiguring and expanding WISD's ATLAS program, demonstrates that this cross-sector partnership is required to address this change in an effective and sustainable way.

As the executive director of the Prosper Waco initiative, I can speak on behalf of dozens of partner organizations in expressing our support for Waco ISD's transformation strategy. Furthermore, we pledge to actively support your efforts by helping connect additional partners to the work who can play a role in this innovative approach for our school district and our community.

Sincerely,

Matthew Polk, PhD, MBA  
Executive Director